



| PART 1 – MSc SPORT REHABILITATION (PRE-REGISTRATION) PROGRAMME SPECIFICATION | | |
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| 1 | Awarding institution | St Mary's University, Twickenham |
| 2 | Partner institution and location of teaching (if applicable) | N/A |
| 3 | Type of collaborative arrangement (if applicable) | N/A |
| 4 | Award title | Sport Rehabilitation |
| 5 | Final award | MSc |
| 6 | Interim award(s) with award titles (if specific titles have been designated) | Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip) |
| 7 | School with responsibility for the programme | Sport, Health and Applied Science |
| 8 | Language of study | English |
| 9 | Joint Honours combinations | N/A |
| 10 | UCAS code | N/A |
| 11 | JACS code | B160 |
| 12 | Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition | On successful completion of the MSc Sport Rehabilitation programme students are eligible to join BASRaT 'The British Association of Sport Rehabilitators and Trainers'. The programme of study has been mapped to the BASRaT Educational Framework. The full membership enables the graduate to work as an independent practitioner. |
| 13 | QAA subject benchmark or other relevant external reference point | QAA Benchmarking Statement (Subjects Allied to Medicine). QAA Master's degree characteristics, March 2010. BASRaT Educational Framework. |
| 14 | Normal completion time and maximum duration of study | Part-time study – two academic years The overall duration of the programme will be two academic calendar years. This will include 400 hours of clinical placement which is required for this Master's degree or Post-Graduate Diploma. The programme will not exceed three academic calendar years. |
| 15 | Mode of study | Part time |



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| 16 | Mode of delivery | Face to face |
| 17 | Date approved and name of authorised body | Summer 2017 by SHAS STLQEC |
| 18 | Applies to students commencing study in (month/year) | September 2017 |
| PART 2 – CURRICULUM SPECIFIC DETAILS | | |
| 19 | Summary of the programme | The MSc in Sport Rehabilitation aims to educate students in the management and care of the injured athlete or those returning to physical activity following prolonged illness. It is underpinned by a detailed understanding of anatomical, physiological, biomechanical, and psychosocial principles. |
| 20 | Aims of the programme | <p>Primary Aims and Outcomes of the Programme</p> <p>Aims In accordance with University Mission Statement, the QAA Benchmarking Statement (Subjects Allied to Medicine) and the BASRaT Educational Framework, the programme aims are:</p> <ol style="list-style-type: none"> 1. To provide students with a systematic understanding and critical awareness of current knowledge in the discipline of Sport Rehabilitation. Curriculum content will be informed by leading and forefront knowledge in the clinical literature to allow students to maximise their professional practice. 2. To enable students to demonstrate self-direction and originality when looking at health, injury and fitness from a multidisciplinary and holistic perspective. This will enable students to deal with complex issues both systematically and creatively and make sound judgements with reference to wider ethical and moral issues including the welfare and care of others. 3. To provide students with a comprehensive understanding of techniques applicable to their individual research and making use of an evidence-based approach in providing solutions to health, injury and fitness. 4. To provide the opportunity for students to develop a systematic and critical approach to problem solving. The development of in-depth clinical reasoning skills in the work place will allow graduates to work as autonomous practitioners. 5. To enable students to become multi-skilled practitioners in the field of sport rehabilitation and to become a member of the professional body BASRaT. <p>Outcomes On successful completion of the programme, students will have achieved the following outcomes:</p> |



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| | | <ol style="list-style-type: none"> 1. Developed an in-depth systematic understanding and critical awareness of the key concepts underpinning Sport Rehabilitation and related fields. 2. Developed the ability to apply systematic clinical reasoning to patient assessment and link this to evidence based practice, allowing conceptualisation of new concepts and approaches to treatment. 3. Undertaken active, critical and practical participation in the field of Sport Rehabilitation, allowing originality and autonomy in decision making in a clinical environment. 4. Developed the ability to autonomously reflect on, and critically evaluate, their own performance within a wider professional and academic framework. 5. Undertaken an independent research project of a topic relating to Sports Rehabilitation, involving planning, research, analysis, practical work and construction of a written thesis (if completing 180 credits). |
| 21 | <p>Criteria for admission</p> | <p>Programme entrance requirements</p> <ul style="list-style-type: none"> • Candidates must satisfy the general admissions requirements of St Mary's University. To qualify for admission and access to all modules leading to an MSc/PGDip/PGCert in Sport Rehabilitation Programme students will normally be expected to have an Upper Second Class undergraduate degree (or equivalent) or a good Lower Second Class Degree in one of the following disciplines:- <ul style="list-style-type: none"> ○ Sport & Exercise Science ○ Sports Coaching ○ Strength and Conditioning ○ Sports Science ○ Sports Therapy ○ Physical Education ○ Physiotherapy • In addition applications will also be considered for selected elements of the programme leading to an MSc/PGDip/PGCert in Sport Rehabilitation from students with a first degree in one of the following:- <ul style="list-style-type: none"> ○ Biology ○ Physiology ○ Occupational Therapy • Applications will also be considered based on relevant work experience within the industry as detailed in a personal statement. This may include voluntary work, coaching, personal training or shadowing. All students will be considered on an individual basis. • All applicants will be interviewed by the programme team. • Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students |



| | | <p>are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section. Further detail on other accepted English language qualifications are available on the St Mary's website here: https://www.stmarys.ac.uk/international/english-language/overview.aspx</p> <p>Credit Accumulation & Transfer and Accreditation of Prior Learning</p> <ul style="list-style-type: none"> Students will not be considered for Accreditation of Prior Learning (APL) as per the new guidelines set out by BASRaT in 2014. APL will only be considered by the programme if the student in question has completed a module on another BASRaT accredited course. Any considerations on APL will be made in conjunction with the Programme Director and BASRaT directly. | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------|-----------------|----------------|---------------------|-----|-----|--|-----|-----|------------------------------|---|----|-------------------------------|------|-----|--------------|------|------|
| 22 | <p>Scheduled learning time (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publication/Document/cont-act-hours-student.pdf)</p> | <table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>528</td> <td>24%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>400</td> <td>18%</td> </tr> <tr> <td>Guided learning hours</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Independent study time</td> <td>1272</td> <td>58%</td> </tr> <tr> <td>TOTAL</td> <td>2200</td> <td>100%</td> </tr> </tbody> </table> | Type of learning time | Number of hours | Expressed as % | Contact time | 528 | 24% | Placement/work-based learning hours | 400 | 18% | Guided learning hours | 0 | 0% | Independent study time | 1272 | 58% | TOTAL | 2200 | 100% |
| Type of learning time | Number of hours | Expressed as % | | | | | | | | | | | | | | | | | | |
| Contact time | 528 | 24% | | | | | | | | | | | | | | | | | | |
| Placement/work-based learning hours | 400 | 18% | | | | | | | | | | | | | | | | | | |
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| Independent study time | 1272 | 58% | | | | | | | | | | | | | | | | | | |
| TOTAL | 2200 | 100% | | | | | | | | | | | | | | | | | | |
| 23 | <p>Programme learning outcomes</p> | <p>The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes.</p> <p>Knowledge and Understanding Students will be able:</p> <ol style="list-style-type: none"> To have a deep critical understanding of normal and pathologic anatomy, physiology and Neuromechanics in terms of sporting performance and injury. To have a detailed evidence-based knowledge and critical awareness of the current theories underpinning examination and subsequent management of sports related injuries. To develop an independent ability to apply empirical scientific knowledge in the clinical setting, within context of musculoskeletal injury/rehabilitation and chronic disease. So being able to provide appropriate assessment of the injury or illness and the development and subsequent evaluation of treatment regimes. To understand the importance of ethics, health and safety issues and professionalism in the field of sport, health and rehabilitation. To develop a critical approach to the research process and an in depth understanding in the specialist area of the student's choice. <p>Cognitive Skills Students will be able to :</p> | | | | | | | | | | | | | | | | | | |



6. Critically evaluate their knowledge and understanding of sport and exercise related injury and disease and their subsequent assessment and rehabilitation.
7. Demonstrate an ability to think logically, reason and show a rational and justified thought process in the assessment and management of sport and exercise related injury and disease.
8. Demonstrate an ability to critically analyse and evaluate current research and scholarly literature in relation to sport and exercise rehabilitation.
9. Demonstrate an ability to develop a critical approach to the collection of data evaluation and analysis of methodologies and where appropriate develop new working hypotheses including the recording, presentation and evaluation of data.
10. Demonstrate an awareness of ethical dilemmas which may arise in the assessment and management of individuals with sport and exercise related injury or disease and be able to autonomously formulate appropriate solutions.

Performance and Practice

Students will be able to :

11. Demonstrate an ability to identify and modify theoretical frameworks or aspects of professional practice and propose new areas for investigation or alternate application.
12. Demonstrate an ability to select, implement and critically evaluate the outcome of assessment and treatment procedures used in the management and prevention of sport and exercise related injury and disease.
13. Carry out practical activities using appropriate experimental and clinical skills and undertake observations, clinical practice and electrical treatments with due regard for safety and risk assessment.
14. Operate as an independent and autonomous practitioner within professional boundaries and where indicated identify and liaise with appropriate professional peers.
15. Demonstrate an ability to plan, execute and communicate a sustained piece of independent research work using the appropriate methodology, techniques and analysis of findings.

Personal and Enabling Skills

Students will be able to :

16. Communicate effectively, both orally and in writing, to reflect the ability to decision make in complex and unpredictable situations.
17. Demonstrate self-direction and originality to plan and manage learning, either independently or as part of a team.
18. Make appropriate use of information and communication technology to carry out a broad range of tasks.
19. To evaluate methodologies and develop critique of data within a range of research activities.
20. Learn independently and display skills required for lifelong learning.



| <p>24</p> | <p>Programme structure and module requirements</p> | <p>In order to qualify for the Postgraduate Certificate, students must complete 60 credits from the core taught modules.</p> <p>In order to qualify for the Postgraduate Diploma, students must complete 120 credits from the core taught modules.</p> <p>In order to qualify for the MSc, students must also complete all modules to achieve 180 credits.</p> <p>FHEQ Level 7 Modules</p> <table border="1" data-bbox="453 696 1445 1317"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>SPR7013</td> <td>Clinical Anatomy & Physiology</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SPR7014</td> <td>Clinical Assessment & Soft Tissue Management</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SPR7021</td> <td>Acute Management of Injury & Specialised Treatment Techniques</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPR7016</td> <td>Principles of Rehabilitation & Neuromechanics</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SPR7017</td> <td>Late Stage Rehabilitation & Factors Affecting Performance</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SPR7018</td> <td>Evidence based Practice & Clinical Placement</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPR7019</td> <td>Advanced Research Methods</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPR7022</td> <td>Dissertation</td> <td>40</td> <td>2</td> <td>Core</td> </tr> </tbody> </table> | Code | Title | No. of credits | Sem of delivery | Module status | SPR7013 | Clinical Anatomy & Physiology | 20 | 1 | Core | SPR7014 | Clinical Assessment & Soft Tissue Management | 20 | 1 | Core | SPR7021 | Acute Management of Injury & Specialised Treatment Techniques | 20 | 2 | Core | SPR7016 | Principles of Rehabilitation & Neuromechanics | 20 | 1 | Core | SPR7017 | Late Stage Rehabilitation & Factors Affecting Performance | 20 | 1 | Core | SPR7018 | Evidence based Practice & Clinical Placement | 20 | 2 | Core | SPR7019 | Advanced Research Methods | 20 | 2 | Core | SPR7022 | Dissertation | 40 | 2 | Core |
|------------------|---|--|-----------------|---------------|----------------|-----------------|---------------|---------|-------------------------------|----|---|------|---------|--|----|---|------|---------|---|----|---|------|---------|---|----|---|------|---------|---|----|---|------|---------|--|----|---|------|---------|---------------------------|----|---|------|---------|--------------|----|---|------|
| Code | Title | No. of credits | Sem of delivery | Module status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7013 | Clinical Anatomy & Physiology | 20 | 1 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7014 | Clinical Assessment & Soft Tissue Management | 20 | 1 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7021 | Acute Management of Injury & Specialised Treatment Techniques | 20 | 2 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7016 | Principles of Rehabilitation & Neuromechanics | 20 | 1 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7017 | Late Stage Rehabilitation & Factors Affecting Performance | 20 | 1 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7018 | Evidence based Practice & Clinical Placement | 20 | 2 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7019 | Advanced Research Methods | 20 | 2 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPR7022 | Dissertation | 40 | 2 | Core | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>25</p> | <p>Work placements or study abroad</p> | <p>The overall duration of the programme will be two academic calendar years. This will include 400 hours of clinical placement which is required for this Master's degree or Post-Graduate Diploma. The programme will not exceed three academic calendar years.</p> <p>Clinical placement integrated into academic semesters</p> <p>SPR7018- Evidence Based Practice and Clinical Placement. In order to register with BASRaT student have to complete 400 hours of clinical placement. This is organised, conducted and assessed within this module. This allows students to practice and integrate their practical skills in their learning, and reflect upon treatments they have learnt. The addition of the evidenced based practice taught component come from staff reflection. Level 7 teaching should embed research into students learning, and allow the student to graduate as a practitioner who is able to critique and reflect on everything they do. This element of the module seeks to promote this aspect of post-graduate learning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>26</p> | <p>Links to industry and employability</p> | <p>Students on the postgraduate programme tend to be mature and in full- or part-time employment. The programme offers a more focused range of opportunities for students leading to a number of vocational and academic outlets in</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | | <p>healthcare, sports clubs and associations, fitness centres and teaching in Further/Higher Education.</p> <p>Students who enrol onto the MSc in Sport Rehabilitation tend to be working within the industry, and utilise the knowledge as an adjunct to a previous role, such as coaching or personal training. Conducting a clinical placement provides the student with experience of working with Sport Rehabilitation professionals, and an insight as to the opportunities available to them. From an employer's perspective, the clinical placement provides an opportunity to employ graduates who have demonstrated good knowledge and shown outstanding professional development whilst on placement.</p> |
| 27 | <p>Programme awards</p> | <p>This programme conforms to the University Academic Regulations.</p> <p>Students successfully completing 60 FHEQ Level 7 credits will be eligible for the award of Postgraduate Certificate in Sport Rehabilitation.</p> <p>Students successfully completing 120 FHEQ Level 7 credits will be eligible for the award of Postgraduate Diploma in Sport Rehabilitation.</p> <p>Students successfully completing all 180 FHEQ Level 7 credits will be awarded the MSc in Sport Rehabilitation. On successful completion of the MSc Sport Rehabilitation programme students are eligible to join BASRaT. The full membership enables the graduate to work as an independent practitioner.</p> <p>The following programme specific regulations apply:</p> <p>A student applying to gain entry onto the BASRaT accredited register as a Graduate Sport Rehabilitator upon graduation must have maintained a minimum of 80% attendance across all modules containing practical elements, as set out in the programme handbook. Failure to achieve this minimum level of attendance will require the student to complete an individual membership application with clear evidence of additional learning of the indicative content set out in the BASRaT Educational Framework missed during their absence from their studies.</p> |
| PART 3 – TEACHING, LEARNING & ASSESSMENT | | |
| 28 | <p>Programme teaching and learning strategies</p> | <p>Research-Enriched Teaching and Learning</p> <p>All teaching is underpinned by scholarship and research, which is especially important in a continuously changing profession such as rehabilitation. As the degree progresses from year one to year two the emphasis shifts away from textbook sources to recent research articles. This is required by progression of topic complexity, and the emphasis on the student to develop their evidenced based learning skills.</p> <p>This is reflected in how material is presented in lectures and other teaching sessions and also in the programmes expectations of the students. Initial modules, such as Clinical Anatomy and Physiology tend to be underpinned by more established theory and knowledge, whereas modules such as</p> |



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| | | <p>Rehabilitation and Neuromechanics are based on published research and require critical evaluation. Many modules involve data collection and analysis, the interpretation and application of rehabilitation protocols from the published research, and discussion of clinical findings in relation to the current research. There is also an Advanced Research Methods module which supports research informed teaching throughout the programme, and prepares students for their Dissertation. These modules cover all aspects of the research process, research methods, and data analysis.</p> <p>All of the programme team are involved in research and scholarly activity, and/or clinical practice. Staff specialised research interests and clinical experience are embedded in the curriculum to ensure that a research enriched teaching philosophy is adopted. This is essential when delivering to level 7 students. Staff are encouraged to make lectures as interactive as possible, with students expected to discuss current concepts in the literature as a means of their learning. Students are also encouraged to take part in other research projects whenever possible - including projects undertaken by other students at both undergraduate and postgraduate levels, and projects co-ordinated by staff.</p> <p>Core knowledge and understanding (learning outcomes 1-5) is acquired through a variety of teaching methods in the form of lectures, seminars, small group practical sessions, peer teaching and independent learning.</p> <p>Legal / ethical considerations and health and safety issues relating to professionalism are taught within the programmes in a formal manner but are also reinforced during the clinical placement module as well as the two research modules where students are required to complete an ethical approval form in preparation for their Dissertation (if completing 180 credits).</p> <p>Cognitive skills (learning outcomes 6-10) are promoted through a variety of methods in the form of lectures, seminars, small group practical sessions, peer teaching, clinical placements and guided independent learning.</p> <p>Practical (subject specific) skills (learning outcomes 11-15) are promoted through practical work, lectures, clinical placement work, independent research, and log books.</p> <p>Transferable skills (learning outcomes 16-20) are promoted through a variety of methods in the form of lectures, seminars, small group practical sessions, peer teaching, clinical placements and guided independent research.</p> |
| 29 | Programme assessment strategy | <p>The programme has been designed so that a range of assessments are provided in line with the School's Teaching and Learning Strategy, taking into consideration loading and timing. Assessment criteria are published for each module based on the University Academic Regulations Assessment Criteria. These are available to students in the student handbook, module guides and via Simms Capital. Assessments include different modes of examinations and coursework. Examinations include unseen written, practical and oral examinations, while coursework assessment modes include: lab reports,</p> |



reflective logs, proposals and oral presentations. All assessments are designed to demonstrate achievement of stated module learning outcomes and as a method of reflective learning. The assessment components of the modules have been considered in relation to the general aims of the programme and the more specific aims and learning outcomes of modules, in particular to reflect the practical and applied nature of some modules. The programme team evaluates the effectiveness of assessments in relation to mean module marks and student and external examiner feedback.

Broad guidelines for assessment loads have been agreed but there may be some variation in recognition of the particular demands of different types of work. Assessment length will depend on the weighting of each assessment per module.

In accordance with the modular structure, written examination assessment is carried out at the end of the semester in which the module is delivered. Other modes of assessment are staggered, where possible, throughout each semester. Feedback on written examinations is made available to students prior to starting the following semester. Feedback on all other assessments is provided within three weeks by means of a standard marking criteria sheet. General feedback for each module will also be posted on Simms Capital in order for students to progress during each module. The programme uses marking criteria sheets for all pieces of assessment, which detail where marks were gained, and areas for improvement. It also includes a section for student self-reflection. The marking criteria sheets (with the exception of examination assessments) are published in module guides well in advance of deadlines. The School has a secure system for handing in written coursework assessments, which this programme follows.

Formative feedback is provided in sessions devoted to the assessment for each module and one-to-one tutorials are available to gain formative feedback on drafts of assessments.

As a programme Sport Rehabilitation does not allow compensation for marks below the 50% pass mark. Students must pass all components of a module for credits to be awarded. A failed component will result in the student re-sitting that component at the next available opportunity.

Assessment Strategy

The assessment profile shows the diversity of assessments used within the programme to reflect the varied nature of knowledge and skills required on this course. The assessment strategy has been developed to allow students to demonstrate an understanding, reflective analysis and synthesis of information gleaned on this course.

The MSc in Sport Rehabilitation uses a wide variety of assessment methodologies aimed at effectively testing the attainment of the identified aims and learning objectives. Specifically, the assessment methods used seek to evaluate knowledge and understanding within the programme as well as testing



cognitive, transferable and practical skills development.

i) Unseen Written Examination

Written examinations are used to determine the students' level of knowledge and understanding. Papers are designed to engage students in a reasoned debate and problem solving as well as applying critical analysis to a range of clinical issues.

ii) Coursework

Coursework allows students to present information and thoughts in an organized fashion. It encourages them to critically analyse theories and concepts and present empirical research in a logical, balanced and structured way.

iii) Lab Reports

Lab Reports allow students to put knowledge and understanding of theoretical subjects into a practical context. It encourages students to demonstrate their interpretative and analytical skills as well as reflect on the efficacy of interventions in the clinical setting.

iv) Oral Presentation

This form of assessment aims to develop the students' ability to research, select, synthesise and organize information in a logical and coherent manner and present this to a critical audience. Presentation methodology provides students with the opportunity to engage with a wider audience and develops confidence in presenting to others whilst utilizing new and innovative methods of communication.

v) Practical VIVA

This form of assessment provides the students the opportunity to demonstrate clinical skills and reasoning in the practical setting and assesses the student's ability to express themselves vocally to professional peers. It allows students to elaborate on their own understanding of underpinning theories and demonstrate development of analytical skills in a functional context. This is seen as an essential part of clinical practice and allows exploration of a student's knowledge and understanding of the subject area and their ability to place this into the clinical context.

vi) Reports

Report based assessments allow students to demonstrate their data collection skills, analysis and interpretation skills. It encourages the development of skills necessary for research and the reporting of pertinent findings. Students are encouraged to justify methods of data collection and analysis and demonstrate reflection and critique of methods employed.

vii) Logbook

The logbook is a unique assessment in a clinically based course. It allows students to demonstrate the use of a diversity of clinical approaches in patient care and the range of clinical situations they have found themselves in. Students are expected to reflect on their own clinical practice and evaluate the efficacy of



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| | | <p>interventions.</p> <p>Final Assessment Deadlines – Modules SPR7018 and SPR7022</p> <p>Each student will be given a choice of submission/assessment date for:</p> <ol style="list-style-type: none"> The final portfolio for module SPR7018 (“Evidence Based Practice & Clinical Placement”). The practical exam/viva for module SPR7018. The research project for module SPR7022 (“Dissertation”). <p>Each student will choose between submission dates specified by the programme in the April of the second year of study, or Sept/Oct following their second year of study. Each student must clearly specify their choice by a deadline set by the programme in February/March of their second year of study. A signed record of this will be maintained by the Programme Director.</p> <p>Compensation</p> <p>The Sport Rehabilitation programme does not allow compensation for marks below the 50% pass mark. Students must pass all components of a module for credits to be awarded. A failed component will result in the student re-sitting that component at the next available opportunity.</p> |
| PART 4 – UNIVERSITY SUPPORT | | |
| 30 | Student support and guidance | <p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p> |
| 31 | Quality management arrangements | <p>This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:</p> <ul style="list-style-type: none"> • Five yearly cycle of revalidation • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with programme student representatives • Engagement with approved external examiners |